



Catch-Up Premium Plan: Wood End Park Academy

Summary information

School	Wood End Park Academy				
Academic Year	2020-21	Total Catch-Up Premium	£73,840	Number of pupils	938

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to six.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds

EEF Recommendations WEPA is following

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Teaching and whole school strategies

- ✓ Supporting great teaching
- ✓ Pupil assessment and feedback
- ✓ Transition support

Targeted approaches

- ✓ One to one and small group tuition
- ✓ Intervention programmes
- ✓ Extended school time

Wider strategies

- ✓ Supporting parent and carers
- ✓ Access to technology
- ✓ Summer support

Identified impact of lockdown

Maths	<p>The summer term curriculum was offered as the home learning package during the first lockdown; the spring term curriculum was taught to those who attended online in the second lockdown too i.e. current curriculum was always taught.</p> <p>Catch up maths plans took place on return in September to teach some of the key concepts: these lessons were especially designed and taught each afternoon in the first week of the autumn term and then one lesson each week until half term.</p> <p>A September baseline maths test saw that pupils did not answer correctly those questions that were not covered in the maths catch up plans of week one so these were the focus of any catch up booster work as well as enabling confidence in pupils on their current year group of maths concepts.</p> <p>On return to school from the second set of school closure, upper KS2 pupils were given assessments on first day of return (we felt they could cope with these) to accurately pinpoint areas of need and specific maths lessons were designed. All pupils will be assessed in their maths in week of 15th March to identify gaps.</p>
Writing	<p>Pupils are able to learn and apply the writing skills as set out in the writing standards. However, their use of vocabulary and grammar is not at age-appropriate level. This will need improving as well as their penmanship.</p> <p>During the second set of school closure, the senior leaders looked at the online writing of pupils in two allocated year groups (Principal: years 5 and 6; vice principals years 1 to 4) whilst the principal looked at writing by those pupils on site in years 1,2,5 and 6; the vice principal for years 3 and 4 looked at these year groups. This led to improved writing being produced by all pupils which can be seen in the Spring Term teacher assessment of writing.</p>
Reading	<p>Some of our pupils did not read out to an adult during lockdown but they did access texts to read to him/herself and answer questions on.</p> <p>Work needs to be in place to help pupils to improve their reading age so it is closer to their chronological age. Comprehension skills need to continue to develop as this was an area of development for the academy prior to lockdown.</p> <p>Catch up lessons have been timetabled from 2.30pm onwards, at least two of these each week focus on specific comprehension skills for the pupils to embed. There is a greater emphasis on the use of Accelerated Reader in KS2 to improve reading ages with the purchase of MYON for reading from the correct ZPD to be continued at home at all times.</p>
Non-core	<p>Autumn 20: There were gaps in knowledge – whole units of work have not been taught live though could be accessed online. This could lead to children being less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Teachers ensured that any prior knowledge relevant to current teaching was explicitly part of plans. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Spring 21 lockdown: gaps were reduced as recorded presentations for the non-core subjects were created by teachers and task completion was monitored. Pupils also had quizzes to take in their non-core and science subjects. These were issued each week, repeating concepts in order for the learning to be embedded. The use of quizzes in science and non-core subjects has been a weekly feature of online homework and in class starters every week since September to aid long-term retention of concepts.</p>

The Data

End of Autumn Term Data; in brackets is the target set taking into account on entry and pre-lockdown data

Pupils on track	Reading EXS+	Writing EXS+	Maths EXS+	Reading EXC	Writing GD	Maths EXC
1	71 (74)	65 (76)	58 (81)	18 (10)	20 (11)	22 (11)
2	78 (80)	66 (81)	78 (80)	31 (25)	15 (25)	33 (22)
3	76 (85)	72 (82)	87 (87)	21 (30)	17 (23)	32 (33)
4	63 (80)	71 (78)	75 (80)	18 (30)	17 (30)	34 (29)
5	72 (86)	75 (85)	70 (87)	34 (32)	26 (33)	36 (35)
6	78 (85)	76 (84)	71 (87)	35 (38)	25 (38)	39 (39)

End of Spring Term Data; in brackets is the target set taking into account on entry and pre-lockdown data. Red indicates a drop from end of autumn

Pupils on track	Reading EXS+	Writing EXS+	Maths EXS+	Reading EXC	Writing GD	Maths EXC
1	55 (74)	70 (76)	63 (81)	14 (10)	24 (11)	28 (11)
2	78 (80)	77 (81)	81 (80)	31 (25)	21 (25)	42 (22)
3	77 (85)	74 (82)	81 (87)	25 (30)	29 (23)	33 (33)
4	72 (80)	70 (78)	72 (80)	19 (30)	26 (30)	29 (29)
5	80 (86)	82 (85)	77 (87)	33 (32)	30 (33)	46 (35)
6	75 (85)	78 (84)	75 (87)	28 (38)	36 (38)	32 (39)

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies **SJ: Surjeet Johra – the principal**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review date?																								
<p><u>Supporting Great Teaching:</u></p> <p>Experienced Year Six Year Lead works as upper KS2 teaching and learning lead to support teachers planning of core subjects: reading, writing and maths in these two year groups.</p> <p>The upper KS2 lead(LD) coaches individual teachers on their lesson planning so they are empowered to create effective sequence of lessons which mean pupils make maximum progress in each lesson.</p>	<p>Quality First Teaching.</p> <p>The lead has three afternoons of cover a week and a TLR for this work.</p> <p><u>Review of Autumn Term Data: Spring Term Actions</u> Weekly Maths EXS boosters in year 5 by each teacher Weekly Writing EXS boosters in year 6 delivered by each teacher Continued but more focused work in year 5 maths and year 6 writing. Principal copied into feedback.</p> <p><u>Review of Spring Term Data leading to these Summer Term Actions</u> This teaching and learning lead will spend more leadership team on the in class reading provision for years 5 and 6. Continued work on coaching to produce effective English plans to maintain the writing results Continued work with the EXS teachers on year 6 maths plans</p>	<p>Year 5 pupils meet end of year targets. Year 6 pupils meet end of year targets.</p> <p>Autumn Term Check:</p> <table border="0"> <tr> <td></td> <td>Year 5</td> <td>Year 6</td> </tr> <tr> <td>Reading</td> <td>-14</td> <td>-7</td> </tr> <tr> <td>Writing</td> <td>-10</td> <td>-8</td> </tr> <tr> <td>Maths</td> <td>-17</td> <td>-16</td> </tr> </table> <p>Spring Term Check: Difference from EXS Target</p> <table border="0"> <tr> <td></td> <td>Year 5</td> <td>Year 6</td> </tr> <tr> <td>Reading</td> <td>-6</td> <td>-10</td> </tr> <tr> <td>Writing</td> <td>-6</td> <td>-3</td> </tr> <tr> <td>Maths</td> <td>-5</td> <td>-12</td> </tr> </table>		Year 5	Year 6	Reading	-14	-7	Writing	-10	-8	Maths	-17	-16		Year 5	Year 6	Reading	-6	-10	Writing	-6	-3	Maths	-5	-12	<p>SJ</p>	<p>End of each term – looking at assessment results.</p>
	Year 5	Year 6																										
Reading	-14	-7																										
Writing	-10	-8																										
Maths	-17	-16																										
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Reading	-6	-10																										
Writing	-6	-3																										
Maths	-5	-12																										
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase and implement further assessment material for target year groups: Year 4 maths Year 6 maths</p> <p><u>Review of Autumn Term Data for Spring Term Actions</u> Year 4 maths (spring) Year 4 reading (spring) Year 5 maths (spring) Year 6 reading and maths (spring)</p> <p><u>Review of Spring Term Data for Summer Term Actions</u> Quality reading assessment and comprehension material is being sourced for years 1 to 6 Year 6 EXS maths pupils to be exposed to more test style questions and to complete these at pace</p>	<p><u>End of Autumn Term Data</u> Year 4 maths has improved by 21% from the baseline and 5% away from target set. Year 6 EXC is on track to meet its target but EXS+ maths is still significantly away from meeting the target. Additional support will be placed into quality teaching and learning; pupils identified as being 'borderline' will receive small group or 1:1 additional maths support. A group of six will form an additional maths class too.</p>	<p>SJ</p>																									

<p><u>Pupils learn via remote learning which will support continued learning when they self-isolate</u></p> <p>Pupils are not affected by class or singly needing to isolate due to covid.</p>	<p>A designated adult is in place to set up and monitor the use of remote learning. Belal Hussain also has set up a tracking system to monitor those pupils who are not accessing remote learning to advise on allocation of IT devices. School's own budget: main salary</p> <p>The set up of the remote education system (Google Classroom) also proved very useful in the event of the Spring Term school closures as the families knew how to access the online learning. Participation in the remote education was high.</p>	<p><u>End of Autumn Term Data</u></p> <p>We were able to note which pupils were not completing the online homework which enabled us to offer laptops to these pupils.</p>	<p>SJ</p>	
Total budgeted cost				£

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><i>Reception</i></p> <p><u>1 to 1 and small group intervention</u></p> <p>At least 80%upils leave reception at age-related expectations in their reading, in line with the new early learning goals</p>	<p>Retired nursery nurse will work with borderline pupils in Reception to improve their reading skills To start in Spring Term- 12 hours per week- started in week of 8th March due to the lockdown.</p>	<p><u>Summer Term impact</u> 1st half</p>	<p>RA</p>	<p>NN rate £14000</p>
<p><i>Years 1 and 4</i></p> <p><u>1 to 1 Reading Support</u></p> <p>Year 1 pupils achieve target set for EXS+ of at least 74%</p> <p>Year 4 pupils achieve target set for EXS of at least 80% (only 63% at end of autumn term)</p>	<p>Adult employed to work with borderline year 1 pupils to boost their reading including comprehension skills to at least age-related expectations. Five hours a week. Spring Term moved to ten hours a week</p> <p>Additional adult hearing readers before school 8.30am to 9.00am</p> <p>Adult employed to work with specific year 4 pupils to boost their reading and comprehension skills. Six hours a week.</p>	<p><u>Autumn Term Impact</u> Year 1 reading is still an area of concern; the PP lead has now trained the LSA reading support and monitors her outcomes. Hours of work has been increased</p> <p><u>Summer Term Impact</u></p>	<p>EJ</p> <p>SK</p>	<p>£1875</p> <p>£7020</p>

<p><i>Years 5 and 6</i></p> <p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly improved their spelling and maths ability- catching up on the knowledge missed as well as accessing work at age-related expectations.</p> <p>Year 5 pupils meet EXS targets set: Reading 86% Writing 85% Maths 87%</p> <p>Year 6 Maths EXS</p>	<p>Teach first mentor working 8.30am to 3.00pm each day with selected year 5 pupils. This started in the second half of the Autumn Term.</p> <p>Training will be led by the pupil premium lead and impact ascertained by the pupil premium lead too who will be her performance manager. Meetings to review the week are set weekly.</p> <p>Tutor who has been working with years 5 and 6 pupils on EXC maths, to take a small group of borderline year 6 pupils for EXS maths- 4 x a week, Each session is one hour.</p>	<p><u>Autumn Term Impact</u></p> <p>Not significant though pupils did catch up to be on par to their 'on track' data from prior to the first lockdown. Groups and work have been reviewed with the PP lead.</p> <p><u>Summer Term Impact</u></p>	<p>EJ</p>	<p>Feb 21</p> <p>£6510.66</p>
<p><i>Year 4</i></p> <p><u>Intervention programme</u></p> <p>Comprehension group 3 x a week to catch up on reading skills to at least age-related expectations. Target set is at least 80% leave at EXS+</p>	<p>Vice Principal works with same group of Year 4 pupils who have been identified as falling behind on focused programme to help them catch up to be on par to their peers</p> <p><u>Spring Term</u></p> <p>PP lead and Vice Principal will now lead a one hour, once a week book club with years 3 and 4 respectively. The vice principal is working closely with the teachers in year 4 where the reading outcomes are the lowest. This is part of her timetable.</p>	<p><u>End of Autumn Term</u></p> <p>Year 4 reading is still significantly away from its target but improved from baseline by 11%</p> <p><u>End of Spring Term</u></p> <p>+9%</p>	<p>SK</p>	<p>July 21</p> <p>From school budget.</p>
<p><i>Years 3 and 4</i></p> <p><u>Intervention Programme</u></p> <p>Year Leaders in years 3 and 4 deliver weekly pre-teaching sessions with a small group of pupils in maths so they reach age related expectations</p> <p>Targets Year 3 87% Year 4 80%</p>	<p>Year Leads work with a small group of identified pupils to teach basic skills and pre-teach concepts. How each pupil performs in these sessions is recorded and sent to the Vice Principal and Principal.</p>	<p><u>End of Autumn Term</u></p> <p>Vast majority of the pupils improved in their standardised score Year 3 maths is on par to the target set for this year group prior to lockdown. Year 4 is 5% away and 21% improved from baseline.</p>	<p>SK</p>	<p>From school budget who, how many hrs: one hour a week</p>

<p><i>Years 1 to 6</i></p> <p><u>Extended school time: After School</u></p> <p>After School booster programmes in place with desired impact sheets in place that are measured every six weeks.</p> <p>Desired outcomes is these pupils achieve their personal end-of-year target set which will involve accelerated progress from either prior to lockdown or from baseline.</p>	<p><u>Autumn Term</u> Objectives for each group are identified by a senior lead e.g objectives that allow catch up plus pre-teaching to the group. Year 3 maths after school sessions Year 4 after school maths sessions Year 6 maths sessions to achieve EXS or EXC Year 6 reading sessions to achieve EXS or EXC Year 6 SPAG session</p> <p><u>Spring Term</u> Year 1 EXS maths Year 4 EXS Reading Year 4 GDS Writing Year 5 EXS Maths Year 6 EXS Writing</p> <p><u>Summer Term</u> Each year group- EXS Reading</p>	<p><u>End of Autumn Term</u> Year 3 maths EXS+ is on track to meet target set prior to lockdown Year 4 maths is 5% off track from target set Years 6 maths EXC: on track to meet target Year 6 reading EXS+ -7% Year 6 reading EXC -3%</p> <p><u>Spring Term Impact</u> Year 1 EXS Maths +5% Year 4 EXS Reading +9% Year 4 GDS Writing +9% Year 5 EXS Maths +12% Year 6 EXS Writing +2% Year 6 EXC Writing +11%</p>	<p>Year Leads</p>	<p>Every half term <u>Autumn Term</u> Yr3 Rosemary £1778? Yr4 Kam</p> <p>Spring Term Kartika one hour a week</p>
<p><i>Reception, years 1 ,2, 4, 5 and 6</i></p> <p><u>Extended School Time: Saturday mornings</u></p> <p>Three hours session for pupils to work with a class teacher in small groups on an identified area of need.</p> <p>Desired outcomes is these pupils achieve their personal end-of-year target set which will involve accelerated progress from either prior to lockdown or from baseline</p>	<p>These sessions too have impact sheets with objectives set, created in advance that are scrutinised by a senior lead to ascertain impact. The principal meets with the relevant senior lead at the end of each half term to ascertain whether there has been impact of the booster sessions.</p> <p><u>Autumn Term</u> Reception: phonics Year 1: phonics and maths Year 2: reading, maths and writing Year 4: reading, maths and writing Year 5: to achieve EXC in maths</p> <p><u>Spring Term</u> Autumn term provision will continue except Reception+</p> <p><u>Summer Term</u> As Spring Term plus year 6 borderline to EXS</p>	<p><u>End of Autumn Term</u> Year 1 maths -23% Year 2 are on track to meet targets set prior to lockdown Year 4 - 17% Maths -5% Writing -7% Year 5 maths on track</p> <p><u>End of Spring Term</u> Reception more borderline pupils are closer to achieving expected levels in the ELGS Year 1 phonics +1% Year 1 maths + 5%+ Year 2 Reading 0 Year 2 maths +3% Year 2 writing +9% Year 4 reading +9% Year 4 maths -3% Year 4 writing -1% Year 5 EXC maths +10%</p>	<p>SJ</p>	<p>Every half term YrR -£3650 Yr1?= Yr2 £10910.06 Yr4 £5334 Yr5 £5334.06</p>

<p>Years 1 to 6</p> <p>2.30pm onwards is 'Catch Up' time for identified pupils to get back on track in meeting their targets</p> <p>Comprehension 2 x a week; maths 2 x a week.</p>	<p>Started 8th March and make up of pupils changed from looking at the Spring Term data Support staff have been trained to lead catch up sessions to pupils at the end of each school day.</p> <p>Middle and senior leaders observed these sessions in week one to give feedback for improved teaching</p> <p>The year leads sets the objectives for these sessions and provides the resources. An impact sheet is completed each week so the leader can see how the pupils have got on</p>			
Total budgeted cost				

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Purchase of E Books on Oxford Owl so reading can comfortably continue at home. Year leads will decide which books to signpost to pupils and will ensure parents know how to access these. To use from January 2021</p> <p>Purchase of Mathletics as additional maths work pupils can complete (already in the school budget)</p> <p>Purchase of Zip Phonics that parents can carry out with their year 1 child at home</p>	Spring Term	SJ	<p>Feb 21 £500</p> <p>Feb 21 School Budget £4163</p> <p>Zip Us Phonics</p> <p>MyOwl</p>

<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>				<p>Feb 21</p> <p>-</p> <p>Feb 21</p> <p>Cost of laptops for teachers</p>
<p><i>Years 1, 4,5 and 6</i></p> <p><u>Easter Holiday Boosters</u></p> <p>Year Groups achieve targets set (see data table) by attending morning boosters across four mornings. Added incentive of a free place at an afternoon sports session</p> <p><u>May Half Term holiday boosters</u></p> <p>Detail tbc</p>	<p>Class teachers taught pupils from their own classes.</p> <p>Year 1 : two teachers Year 4: five teachers Year 5: five teachers Year 6: four teachers</p>			<p>Yr6 Oct & Feb £1076 Yr2 £281</p> <p>Easter Holiday classes cost to place in</p>
<p><u>Resources to enable additional practice in maths</u></p> <p>Pupils are able to embed the maths skills taught</p>	<p><i>Spring Term Action</i></p> <p>Maths resources in EYFS after an audit of recommended resources by Early Excellence</p> <p>Maths text books for years 1 to 6 to offer the pupils more work that enables pupils to develop fluency in their maths. Also provides teachers with more models to use with the pupils to reinforce concepts</p>	<p><u>Summer Term Maths outcomes</u></p>	<p>SJ</p>	<p>700</p> <p>cost of maths text books</p>
Total budgeted cost				
				Cost paid through Covid Catch-Up
				Cost paid through charitable donations
				Cost paid through school budget

